

Homeland Park Elementary

3519 Wilmont Street
Anderson, South Carolina 29624

Grades	K-5 Elementary School	
Enrollment	361 Students	
Principal	Michael A. Ruthsatz	864-260-5125
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	38	70	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 16 out of 16 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Good	Good	Yes
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	Yes

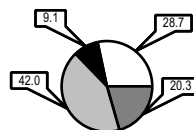
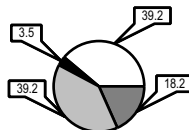
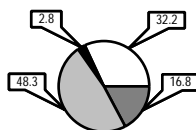
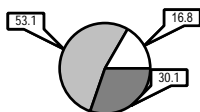
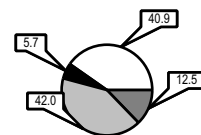
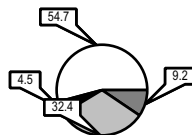
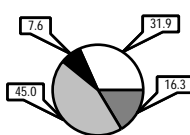
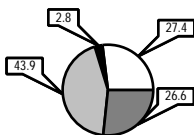
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	162	92.0	16.2	52.3	31.5	0.0	44.6	Yes	Yes
Gender									
Male	78	91.0	19.4	58.1	22.6	0.0	30.6	N/A	N/A
Female	84	92.9	13.2	47.1	39.7	0.0	57.4	N/A	N/A
Racial/Ethnic Group									
White	99	91.9	9.9	54.3	35.8	0.0	50.6	Yes	Yes
African American	52	90.4	17.9	53.8	28.2	0.0	38.5	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	60.0	30.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	128	100.0	15.0	48.7	36.3	0.0	49.6	N/A	N/A
Disabled	34	61.8	23.5	76.5	0.0	0.0	11.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	92.0	16.2	52.3	31.5	0.0	44.6	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	60.0	30.0	10.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	151	91.4	12.5	54.2	33.3	0.0	46.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	133	90.2	17.6	56.9	25.5	0.0	37.3	Yes	Yes
Full-pay meals	29	100.0	10.7	35.7	53.6	0.0	71.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	162	96.9	31.2	48.6	17.4	2.9	36.2	Yes	Yes
Gender									
Male	78	98.7	29.4	48.5	17.6	4.4	41.2	N/A	N/A
Female	84	95.2	32.9	48.6	17.1	1.4	31.4	N/A	N/A
Racial/Ethnic Group									
White	99	96.0	22.4	49.4	24.7	3.5	45.9	Yes	Yes
African American	52	98.1	46.5	44.2	7.0	2.3	23.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	40.0	60.0	0.0	0.0	10.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	128	100.0	27.4	48.7	20.4	3.5	39.8	N/A	N/A
Disabled	34	85.3	48.0	48.0	4.0	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	96.9	31.2	48.6	17.4	2.9	36.2	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	40.0	60.0	0.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	151	96.7	30.5	47.7	18.8	3.1	38.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	133	96.2	37.3	47.3	13.6	1.8	30.9	Yes	Yes
Full-pay meals	29	100.0	7.1	53.6	32.1	7.1	57.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	162	100.0	39.2	39.2	18.2	3.5	21.7
Gender							
Male	78	100.0	33.3	43.5	18.8	4.3	23.2
Female	84	100.0	44.6	35.1	17.6	2.7	20.3
Racial/Ethnic Group							
White	99	100.0	28.1	42.7	23.6	5.6	29.2
African American	52	100.0	54.5	34.1	11.4	0.0	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	70.0	30.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	128	100.0	32.7	41.6	21.2	4.4	25.7
Disabled	34	100.0	63.3	30.0	6.7	0.0	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	100.0	39.2	39.2	18.2	3.5	21.7
English Proficiency							
Limited English Proficient	11	100.0	70.0	30.0	0.0	0.0	0.0
Non-Limited English Proficient	151	100.0	36.8	39.8	19.5	3.8	23.3
Socio-Economic Status							
Subsidized meals	133	100.0	46.1	40.9	12.2	0.9	13.0
Full-pay meals	29	100.0	10.7	32.1	42.9	14.3	57.1

Social Studies							
All Students	162	100.0	28.7	42.0	20.3	9.1	29.4
Gender							
Male	78	100.0	27.5	49.3	15.9	7.2	23.2
Female	84	100.0	29.7	35.1	24.3	10.8	35.1
Racial/Ethnic Group							
White	99	100.0	30.3	33.7	25.8	10.1	36.0
African American	52	100.0	25.0	54.5	11.4	9.1	20.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	30.0	60.0	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	128	100.0	24.8	42.5	23.0	9.7	32.7
Disabled	34	100.0	43.3	40.0	10.0	6.7	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	162	100.0	28.7	42.0	20.3	9.1	29.4
English Proficiency							
Limited English Proficient	11	100.0	30.0	60.0	10.0	0.0	10.0
Non-Limited English Proficient	151	100.0	28.6	40.6	21.1	9.8	30.8
Socio-Economic Status							
Subsidized meals	133	100.0	29.6	47.0	16.5	7.0	23.5
Full-pay meals	29	100.0	25.0	21.4	35.7	17.9	53.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	62	100.0	16.0	38.0	46.0	0.0	46.0
	4	47	100.0	5.1	53.8	41.0	0.0	41.0
	5	59	100.0	22.0	54.0	22.0	2.0	24.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	96.4	18.2	47.7	34.1	0.0	34.1
	4	59	89.8	13.3	51.1	35.6	0.0	35.6
	5	48	89.6	17.1	58.5	24.4	0.0	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	62	100.0	20.0	52.0	26.0	2.0	28.0
	4	47	100.0	10.3	41.0	38.5	10.3	48.7
	5	59	100.0	34.0	48.0	6.0	12.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	98.2	28.9	57.8	11.1	2.2	13.3
	4	59	96.6	34.7	34.7	26.5	4.1	30.6
	5	48	95.8	29.5	54.5	13.6	2.3	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	62	100.0	26.0	56.0	16.0	2.0	18.0
	4	47	100.0	25.6	41.0	17.9	15.4	33.3
	5	59	100.0	50.0	34.0	8.0	8.0	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	39.1	47.8	13.0	0.0	13.0
	4	59	100.0	39.2	27.5	29.4	3.9	33.3
	5	48	100.0	39.1	43.5	10.9	6.5	17.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	62	100.0	4.0	58.0	26.0	12.0	38.0
	4	47	100.0	5.1	46.2	38.5	10.3	48.7
	5	59	100.0	38.0	44.0	14.0	4.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	13.0	47.8	34.8	4.3	39.1
	4	59	100.0	27.5	37.3	19.6	15.7	35.3
	5	48	100.0	45.7	41.3	6.5	6.5	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 361)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Down from 3.5%	3.9%	2.8%
Attendance rate	96.3%	Up from 95.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	Down from 11.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 4.8%	0.0%	0.0%
Eligible for gifted and talented	7.3%	Down from 7.6%	5.7%	10.4%
On academic plans	29.9%	N/AV	46.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	7.6%	Down from 11.4%	7.6%	7.5%
Older than usual for grade	0.6%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	51.4%	Up from 46.9%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.6%	0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 81.9%	86.8%	87.3%
Teacher attendance rate	97.3%	No change	94.7%	94.9%
Average teacher salary	\$42,026	Up 2.1%	\$41,533	\$42,485
Prof. development days/teacher	9.9 days	Down from 25.2 days	13.5 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 13.6 to 1	17.2 to 1	18.6 to 1
Prime instructional time	91.9%	Up from 90.7%	89.2%	89.7%
Dollars spent per pupil*	\$9,699	Up 3.9%	\$7,017	\$6,557
Percent of expenditures for teacher salaries*	54.8%	Down from 59.6%	62.8%	64.0%
Percent of expenditures for instruction*	62.8%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Homeland Park Elementary School is a single-track, modified calendar Title I school located in the southern boundaries of Anderson County. Seventy-six percent of the 350 students Homeland Park Elementary School serves in grades K-5 qualify for free-reduced lunch status. Our school has a poverty rating of eighty-six percent. Beginning operation as a school in 1954, we have served students on the modified school calendar since the 1998-99 school year.

Homeland Park Elementary School students have performed well academically. Forty of 58 of our third grade students were awarded bicycles due to passing scores on the Reading Portion of the PACT 2005 test. Ninety-five percent of our fourth graders scored Basic and Proficient on the ELA portion of 2005 PACT. Our school achieved a Report Card rating of Average in 2005. Our school attendance increased from 95.2% in the 2004-05 school year, to 96% in the 2005-06 school year. Our school was recognized as a Red Carpet school in 2005, and received renewal status for being a South Carolina School of Promise for 2004 - 2008.

Instructional programs at Homeland Park include Reading Recovery, Speech, Be A Reader Program, computer assisted instruction, and balanced literacy. Our school, in cooperation with Anderson University and our district's mentoring program, recruited over 150 mentors for our students. This is our second year as a member of the South Carolina Healthy Schools Initiative. Our school plan continues to address the concern of physical inactivity through a Running Club and other activities involving the school and community.

Homeland Park Elementary School contributions to the Anderson community increased from \$6,300 in 2004-05 to over \$6,900 in the 2005-06 school year to benefit the March of Dimes, United Way, and Relay for Life campaigns. Over 1,700 canned food items were collected to benefit an Anderson food bank. One hundred nine students in grades 4 and 5 earned 108 service-learning hours and beautified our school campus by planting red tulip bulbs for the Plant the Promise to be Drug Free project.

Michael A. Ruthsatz, Principal

Joy Brown (parent) and Dana Coker (teacher), SIC co-chairs

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	30	19
Percent satisfied with learning environment	86.5%	100.0%	100.0%
Percent satisfied with social and physical environment	83.8%	100.0%	89.5%
Percent satisfied with school-home relations	62.2%	100.0%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.